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ABSTRACT

Fifteen reviews of conference reports, research and demonstration projects, and surveys pertain to the need for and applicability of vocational education for the disadvantaged in general, and specifically for disadvantaged adults and youth, and the handicapped. "Plain Talk," a continuing column by the editor, discusses the need for vocational educators to achieve a greater degree of cooperative organization in research and research utilization. A bibliography provides information on the availability of studies reported in this issue and 36 additional studies. A previous review of research on disadvantaged youth is available as ED 030 749. (CH)

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RESEARCH VISIBILITY

SYNTHESIS / APPLICATION / DISSEMINATION

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PREFACE

'Special Needs'

WHAT is "special" about "special needs?" Or, in other words, what are the provisions of vocational education for those whose needs are not normal, regular or typical?

Quite contrary to the vein of educational literature of the present, vocational education has possibly served its share of the atypical students of the past—without verbalizing the service and achievement.

With the inception of the Vocational Education Act of 1963, the "special needs," particularly of youth, have become by-words for definition and action. In the short span of a half-dozen years, "special needs" has been replaced by other terminology more befitting our explosive social, economic and political turmoil. The "special needs" have become, principally, the "disadvantaged" and the "handicapped," regardless of the sensitivity of employing the two terms in the same breath.

Whatever happened to the "reluctant," "alienated," "deprived," etc., and more important, to what extent can vocational and technical education serve their various shortcomings (and strengths)? For serve them it must, despite all of the fickleness and vicissitudes of provisions and resources, authorizations and appropriations, and the questionable statesmanship and stall strategy of our political leadership.

With a wave of the research wand. Hopefully, if *RV* were adept at the hocus-pocus, it could synthesize and interpret for JOURNAL readers the take-home research results of the $64 million backlog of discovery of vocational research of FYs 1965 through 1969 and specify precisely needed change and adjustment to cope with special needs of youths *and* adults. Our maturity and sophistication fall far short of prescription-making of this nature, but we do take very seriously the challenge:

> Research lays the groundwork for educational reform: taking an insight or a hunch, testing it under laboratory or classroom conditions, and refining a rough theory into a proven principle.
>
> But a decade or two of experience with educational innovation has shown that proving the validity of an idea is not sufficient to gain its acceptance. The working educator needs more than a research article or a how-to-do-it manual. He needs a strategy for putting an idea to work; a blueprint for joining all the components of a new technique—teacher understanding, instructional materials, planning, student and community orientation—all in the right order and at the right time.[1]

Consequently, a new format of *Research Visibility* for the seventies, proposes research utilization of the functional type—the SIA treatment—synthesis, interpretation and application to operating programs for change and improvement. Admittedly, the SIA treatment is theory in itself, but its direction is well documented if one accepts the assumption that research should have a pay-off in educational change for the better. With a few of the fickle gods of research funding in the *RV* corner, the idea will be given a whirl.

Previous RV reports on the special needs sector. This topic was specifically treated in several back issues of the JOURNAL, e.g., the November 1967 and October 1968 reports. It should be helpful to review these reports either in copies of the JOURNAL as indicated or in the bound volumes of *Research Visibility* (which are still available from AVA headquarters).

Bird's eye view of this month's reporting. The emphasis of the 1968 Vocational Amendments on the disadvantaged and handicapped makes "must" reading of the reports of the two national conferences devoted to the clientele of these sectors and directions of desirable vocational services. In fact, each vocational educator should have full conference reports of these national meetings and their discussion and recommendations. If you were missed on the original distribution, or cannot obtain them from Michael Russo of the OE's Division of Vocational and Technical Education, Washington, D.C., 20202, pass your inquiry to the *RV* editor's desk and an effort will be made to get them for you.

Research and study of needs of the handicapped are reviewed in six studies, some of which are concerned with work experience and work-study programs. More space is devoted to the needs of the disadvantaged and specific programs for both youths and adults.

Most important, and underlying the review and reporting of the entire issue, is the assumption that the research, programs and planning for special needs have transfer qualities to all vocational and technical education programs and practices regardless of student personnel and their needs. How else can be met the needs of all persons in all communities for vocational education and its benefits? How else in the dim past did a master teacher of your remembrance meet your (and my) special need for successful learning? Perhaps the good teacher recognizes *individual* needs—not *special* ones.

And then, there's the case of Mrs. Beverly. Mrs. Beverly had operated the photo developing business ever since her husband died five years ago. It didn't bring in much money, but there was enough for her simple needs. Even so, she had worries, manpower worries. People wouldn't stay in the darkroom. She couldn't remember how many had quit during that one year alone. . . .

Then that young man in the dark blue suit dropped in and presented his card. "I'm from vocational rehabilitation," he said. He explained he was trying to develop jobs for a couple of his blind clients who were ready for work.

"Did you ever think of hiring a blind person for darkroom work?" he asked.

She gasped. "The blind?" No. no! What could they do? How could they get here? Oh. no!"

She didn't know.[2]

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[1] Institute for Development of Educational Activities, Inc., *I D E A Annual Report*. An affiliate of the Charles F. Kettering Foundation. Dayton, Ohio: Suite 300, 5335 Far Hills Ave., 1969. p. 15.

[2] From "People." (*A series of "didn't know's."*) *Communications: A Program Guide, 1969—1970*. The President's Committee on Employment of the Handicapped. Washington, D.C. 20210. Italics in parentheses are the *RV* editors.

Papers Presented at National Workshop

Papers Presented at the National Workshop on Vocational Education for the Disadvantaged (Atlantic City, N.J., March 12-14, 1969). National Committee on Employment of Youth, New York, N.Y. March 1969.

This workshop was attended by 171 leaders from the field of vocational education and other groups which work with the disadvantaged. Its purpose was to acquire practical information and guidance for planning, organization and operation of meaningful programs and services. Among the 12 papers presented at the workshop were analyses of various programs for the disadvantaged and proposals for improvement in areas of vocational education for this clientele.

Mrs. Frances S. McDonough, supervisor of curriculum development for the Tennessee Manpower Development Training Program, discussed "Curriculum Adaptations" for disadvantaged trainees. Noting that some disadvantaged trainees have special problems such as difficult attitudes, indifference, short attention span, day-dreaming, inability to concentrate, few personal goals, and lack of motivation, Mrs. McDonough suggests that the instructor vary the course emphasis (curriculum adaptation) for each student.

A careful examination of each occupational training program will identify many "exit points" or "job variations" for that particular program. A student who might not be talented in all facets of a program should be given intensified training in the area in which he shows strength.

"To succeed with the disadvantaged," stressed Mrs. McDonough, "the curriculum must be person-oriented as well as craft or trade-oriented, with strong emphasis on behavioral objectives, and with stress on understanding the individual after an in-depth study of his needs."

Garth L. Mangum shared "Lessons from Government-Funded Programs" for vocational education of the disadvantaged. The points which he cited were:

1. Early childhood education.
2. Elementary school orientation to the world of work.
3. The need to view vocational education as a teaching method and an educational objective rather than as a separate educational system, with especial value for its contributions to relevance and motivation.
4. The critical need for and the methods of remedial basic education, communications and job hunting skills, work adjustment and pre-vocational training.
5. The value of vocational education to previously neglected clients such as prisoners, reservation Indians, the disadvantaged in general, and employed who need upgrading.
6. The possibilities of motivating and training values of direct links between the school and the job.
7. The irrelevance and often the perverseness of many of the credential requirements for vocational education personnel, and the critical need for sympathetic and relevantly trained staffs.
8. The arbitrariness and inflexibility of many curriculum and scheduling practices, the perverseness of entrance requirements and testing methods, and the reminder that the adaptation of the school to the individual's needs (rather than vice versa) is the only defensible stance.
9. The variety of institutional, social and personal handicaps confronting the disadvantaged individual, his critical need for supportive services, and the number of potentially cooperating institutions emerging to meet his needs.
10. The fact that the disadvantaged are not appreciably different from other persons in their yearnings and ambitions if possibilities of upward mobility are made clear and realistic.

George R. Quarles, director, Newark Manpower Training Skills Center, reviewed a case study from the center which illustrated the various components and their successful organization and integration in a program devoted to Vocational Education for the Disadvantaged. The features which he feels would have significance for secondary school programs are:

1. The philosophy that "everything must revolve around the trainee."
2. A physical environment to which the trainee is proud to come.
3. An instructional, vocational and basic education program geared to each trainee's pace.
4. The careful selection and training of staff and instructors.

Lawrence Reddick, coordinator, Opportunities Industrial Centers (OIC), Philadelphia, spoke on "The Development of Vocational Education Teachers of the Disadvantaged." He discussed three guidelines used in the training of OIC instructors: (a) helping the potential instructor to understand the type of person the OIC seeks to train; (b) familiarizing him with special features of the OIC program, and (c) demonstrating the necessity of cooperation between instruction, counseling and job placement.

Basing his presentation on his own experience in manpower programs, Richard Greenfield, Job Counseling Center, Board of Education, New York City, described "Counseling and Supportive Services in Vocational Education for the Disadvantaged." The counselor's first and major function is the development of a unique relationship with each individual in the program.

The remainder of the counselor's work consists of: "orientation functions," or informing the client of the offerings of the program and how it can help him; "integrative functions," or helping the youth to "make sense out of a variety of experiences the institution is providing;" and, an "articulation function," of aiding the youth to make a successful transition to the world of work, or to his next step on the training ladder. In addition to these functions, supportive services of the medical, social or legal varieties are prescribed.

Jerry C. Olson, assistant superintendent, Occupational, Vocational and Technical Education, Pittsburgh Public Schools, presented "Curriculum Implications for an Educational System that Meets the Needs of Disadvantaged Students." He high-

lighted important components of an educational system based on "functional job analysis" which would be able to serve all students, including the disadvantaged, in the main instructional program.

"Involving the Community in Vocational Education for the Disadvantaged" was the topic presented by Dan Dewees, Human Resources Administration, New York City, and Lester Wooten, training coordinator, Martland Hospital Unit, New Jersey College of Medicine.

Defining "community" as "nonwhites," groups in the community which can be called upon to assist in the solution of problems are: (a) any community group which has devoted its continuous energies to school problems; (b) student organizations which seek relationships with the administration of vocational education programs; (c) civil rights groups (CORE, Urban League, NAACP, etc.) of help in identifying persons and groups within the community whose chief concerns are education; (d) minority professional groups and business groups which are frequently interested in roles they can play in improving community-school relations; (e) parents, either singly or as a group, and (f) militants and activists.

Robert Schrank and Susan Stein, consultants, Ford Foundation, presented "Turning Vocational Education to the Disadvantaged: Working With the Employers and Unions." A dichotomy exists between the needs of unions and employers; the challenge is to partially satisfy the needs of both through sorting and setting priorities. Also, employers must be convinced that they will benefit from cooperation with vocational schools, and that such cooperation fulfills a civic responsibility by cooling racial tensions and reversing discrimination.

Marvin J. Feldman, program officer, Ford Foundation, reviewed "Lessons from Ford Foundation Funded Programs." His ideas include developing an early understanding of the world of work, providing vocational guidance in the junior high school years, and redesigning the high school curriculum to provide a truly comprehensive education.

Cleveland L. Dennard, president, The Washington (D.C.) Technical Institute, presented "Planning, Organizing and Operating Through a Systems Approach." Three levels of planning in his conception of the systems approach include: (a) socioeconomic planning, (b) vocational education program planning, and (c) vocational education resources planning.

Louis Ramundo and Michael R. Robinson, Newark Manpower Training Skills Center, presented a "Review of Case Presentation Materials and Techniques." Use of several nonverbal techniques in the teaching of manpower trainees was described. Among the methods are use of models of tools being discussed, use of tv (closed circuit), and use of teaching machines and other mechanical devices.

Martin Hamburger reviewed "Perspectives on the Workshop" in the form of a critical analysis. He indicated the need to mobilize the people in the community and the people in education.

Changing Student Response to Supervision

Changing the Response of Vocational Students to Supervision: The Use of Motion Pictures and Group Discussion. Ralph M. Stogdill and Walter R. Bailey. The Center for Vocational and Technical Education, The Ohio State University. September 1969.

This study was based on the findings of a 1967 survey which "suggest that the maladjustment of secondary students in the work place may be more highly related to poor interpersonal skills than to inadequate technical skills." In order to improve the response to supervision of students who were found by their instructors to be maladjusted in this area of behavior, a series of motion pictures was developed depicting different patterns of supervisory behavior. These movies were shown to groups of students, who then discussed the behavior which had been depicted.

Motion pictures were produced depicting each of the following patterns of supervisory behavior: the supervisor speaks and acts as representative of the group; he gets along well with superiors and has influence with them; he lets followers know what he expects of them and what they can expect of him; he tolerates and encourages initiative and freedom of action in followers; he looks out for the welfare of followers and acts on their suggestions, and he pushes hard and persistently for productive output.

Research on the technique was conducted on selected students from three schools. Students were graded on their adjustment to supervision by their teachers, and groups of low-scoring and high-scoring students were selected for experimental and control groups. In order to determine effects of the movies, a questionnaire, "What the Ideal Leader Should Do," was administered to all students in both experimental and control groups before, and again 8 to 10 weeks after, the movies were shown and discussed. Also, teachers graded the behavior of students again 8 to 10 weeks after the movies had been seen and discussed.

Movie discussion groups were small (8 to 10 members) and were an equal mix of low- and high-scoring students. Discussion of each movie lasted for 40 to 50 minutes, and no attempt was made to influence attitudes expressed by group members during the discussions.

Through the pre-tests and post-tests, student change was measured by teachers' ratings of student adjustment to supervision and to work, and by students' attitudes toward supervisory behavior patterns emphasizing representation, structure, tolerance of freedom, consideration, and production. The primary interest of this study was in the ratings of adjustment to supervision.

The experimental group of poorly adjusted students scored significantly higher in adjustment to supervision ratings after they had discussed the movies. The poorly adjusted control group did not change significantly. It is suggested, therefore, that the movies did have the desired effect upon adjustment to supervision in maladjusted students. No significant changes were noted in ratings of adjustment to work.

It is recommended that further research be conducted to determine whether or not greater benefits are

derived from directed or undirected discussion of the movies. In this study the researchers conducting the discussion sessions made no attempt to guide the group's attitude toward the role being played in the movie. While this method produced significant change in the attitudes toward supervision of the participants, perhaps even greater change could be achieved if there were guidance of the discussions.

New Careers Program

The Frontier of Action: New Careers for the Poor—A Viable Concept. R. Frank Falk. University of Minnesota, General College and Minnesota Center for Sociological Research, Minneapolis. 1969.

This research project was conducted to provide information which would be helpful in the development and implementation of a New Careers Program. Ten research reports were compiled during the year in which the project operated, and these are appended to the report. The purpose of this report is to bring together the applied interpretations and implications of the research in the ten separate reports.

The experience over a two-year period of the Minneapolis New Careers Program indicates that New Careers is a viable conceptualization, although it carries with it many difficult barriers. Among barriers encountered by the project were the restructuring of agencies and the providing of new mobility opportunities. Also, civil service requirements needed to be changed so that people were not screened out on the basis of irrelevant past experiences. Despite these problems, it was concluded that "New Careers can provide opportunities for social mobility that our society has idealized for many years."

A suggestion for future New Careers programs is that such programs be established on the basis of several definitive models which would be tested to see which provide the greatest possibilities for given groups of people. It was strongly recommended that the New Careers Programs which are currently operating across the country continue to receive funds.

Appended reports are: "Critique of Agencies in the Minneapolis New Careers Program"; "A Functional Model for the Use of Para-Professional Personnel"; "Extractions From: Costs and Benefits of the Minneapolis New Careers Program"; "Job Interests and Job Satisfactions of the New Careerists"; "Down the Up Staircase: A Study of New Careers Dropouts"; "Contamination of New Careerists by Professionalization: Fact or Fancy?"; "The New Careerist: A Description"; "Discussions with New Careerists"; "Social Psychological Changes in New Careerists," and "New Careerists in Higher Education."

Topic Two: Vocational Education for Disadvantaged Adults

See Bibliography for information on availability of complete studies

Education's Role in Altering Personal Traits

Adult Education and the Disadvantaged Adult. Darrell Anderson and John A. Niemi. University of British Columbia, ERIC Clearinghouse on Adult Education, Syracuse, N.Y. April 1969.

This study is an examination of education's role in altering personal and social characteristics of disadvantaged adults. A review is made of the socioeconomic and social-psychological characteristics of the disadvantaged and the ways in which these characteristics influence the response of the disadvantaged to their environment and to educational programs. Educational programs for disadvantaged adults are analyzed and favorably influential characteristics of these programs are presented as tools for future program planning.

Review of pertinent literature revealed that the disadvantaged suffer from socioeconomic conditions of low income, poor education, large families, high incidence of ill health, low employment, and little promise of a better future.

Social-psychological conditions of this group include lack of self-confidence, low self-esteem, and a high degree of dependency. They do not achieve educational goals because they lack aspiration and motivation, which are related to a limited perception of the value of education. Lack of verbal facility impedes communication, thus lessening the opportunities for community involvement.

Literature regarding social interaction of the disadvantaged groups draws a picture of a subculture which has been forced to evolve its own operational way of life because of discrimination. Patterns of contact are different from those of middle-class society, and programs must be designed along these contact patterns if they are not to be doomed to failure.

An exhaustive search by the authors uncovered only 24 studies dealing with education programs for the disadvantaged based on carefully designed research. Of these, 16 were related in some way to literacy and fundamental education, 5 dealt with family life and health education, and 3 were related to vocational training programs.

A study by Lyman B. Brooks (1965), "Re-education of Unemployed and Unskilled Workers," reviews the effects of varying degrees of counseling and education on four groups of adults. It was found that those who had received intensive general education and technical training along with counseling fared better in the labor market than groups with less counseling and training.

The work of Alfred Feintuch (1954), "A Study of Effectiveness of an Integrated Program of Vocational Counselling Casework and a Sheltered Workshop in Increasing the Employability and Modifying Attitudes Correlating with Employability of Difficult-to-Place Persons," found that a sheltered workshop was valuable in qualifying previously unemployable adults for increased employment.

"An Experimental Development of Programed Instructional Material for the Vocational Education De-

partment of the Texas Department of Corrections," a study by C. A. Bertrand (1964), revealed inmates' preference for programed learning over conventional methods.

In summarizing the findings of this review of educational programs for the disadvantaged, it is noted that most projects are instruction-oriented. Although such research is valuable, a need exists for research leading to the discovery of new patterns of education which will not be rejected by the disadvantaged. So far, no research has attempted to attack this question. Those characteristics of the disadvantaged which are most amenable to change must be identified with the eye to redefinition of the problems of this group in terms of cultural change.

Implications of the literature reviewed in this study for educational planning are discussed in terms of communication, content, and the organization and conduct of the program. The characteristics of the disadvantaged and their response to situations provide a framework for planning programs which will be accepted by them.

Normal channels of communication are not suitable for reaching the disadvantaged. Illiteracy and low reading levels preclude communication through newspapers, magazines or pamphlets. Radio and television may be used successfully, but only if the message is consistent with the behavioral patterns of the disadvantaged subculture.

The method of communication most likely to be successful is that of personal contact on a one-to-one basis or with small groups. Messages fed to the subculture through such limited contacts will spread slowly throughout the entire area, especially if the message is easily understood. The message must be versed in the vocabulary of the disadvantaged subculture in order for the desired meaning to be conveyed. If this is not done, word meanings of the message may be confused and the message will not be accepted or acted upon.

Non-verbal communication, such as use of cartoon-type messages on television, is another means of communicating with this group, when appropriate.

Selection of content for educational programs for the disadvantaged should, to a large extent, involve the members of this group themselves. The socioeconomic characteristics of the group, however, do indicate some areas which would be useful. Basic education which would prepare disadvantaged adults for entrance into vocational job-training programs should be provided. The basic educational requirements for entrance into job training programs should be examined to determine if they are realistic. If there is no real need for a certain required skill, its requirement should be re-evaluated.

It is suggested that vocational programs for the disadvantaged emphasize the service occupations such as social work, teaching, recreation, and health service. In this way the status of the disadvantaged would be improved two-fold: the poor would be trained to help the poor. Training is also needed in technological areas, where retraining is often required because of the rapidity of change in these occupations.

Program content must be functional and immediately relevant to the problems of the individuals involved. Need-centered training which is directly related to economic problems is particularly acceptable. Vocational goals are held particularly by the young.

The authors note that efforts to persuade the disadvantaged who have dropped out of school to return to it are unsuccessful, unless some satisfactory experiences with learning in a more acceptable setting are encountered first. Settings for primary training which are more likely to be accepted than the school are church halls and basements, union halls, community centers, and neighborhood houses. School district and government regulations which interfere with the use of such sites for education must be changed in order for suitable program development.

Group sizes and instructional processes normally found in educational institutions must be abandoned in favor of ones which will not be rejected by the poverty subculture. Small autonomous groups with informal instructional patterns would be more acceptable. Instructors must be especially trained to understand the people with whom they are working so that they will be able to select and use appropriate processes for their special clientele.

In conclusion, the authors note that programs now offered to alleviate the problems of the disadvantaged are not working because they do not deal with the root of the problems. "Any plan for a remedy for the disadvantaged must be concerned with cultural change which involves an alteration in the overall way of life."

Topic Three: Vocational Education for Disadvantaged Youth

See Bibliography for information on availability of complete studies

Vocational Development of Junior High School Students

Vocational Development of Disadvantaged Junior High School Students. Robert E. Campbell, et al. The Center for Vocational and Technical Education, The Ohio State University, Columbus. August 1969.

This study was conducted to determine the "educational-vocational perceptions and expectations of disadvantaged junior high school students as these perceptions relate to the students' educational-vocational development" in comparison with those of a group of nondisadvantaged students in the same school districts, but from different schools.

Research conducted in the field of education of the disadvantaged reveals that the junior high school years are critical. It is during these years that school alienation and poor academic and behavioral records are established. It is expected that facts uncovered in this study regarding the differences between the disadvantaged and the nondisadvantaged during the junior high school years will lead to the development of programs which will enable detrimental differences between the two groups of youth to be reduced or eliminated.

Four communities were chosen from different sections of the nation

to provide the sample for this study. Each participating school district had an enrollment of between 50,000 and 100,000 students, and the school districts were chosen on the basis of marked educational, social and economic differences between groups of students. Two schools from each district participated in the study: one school with a primarily disadvantaged student body and the other with a primarily nondisadvantaged student body.

Criteria were established for determining which schools serve primarily disadvantaged populations. A school of this nature serves low income families, families having poor housing and those in which parents have low educational attainment, and it is located in an area which has high unemployment and high underemployment rates. A total of 1,147 disadvantaged and 1,223 nondisadvantaged students were included in the surveyed.

A "Student Perception Inventory" was constructed to measure perceptions of the students regarding school, work, family, peers, and self in an inventory of 109 items.

A second instrument, a "Vocational Development Inventory, Attitude Scale," was selected for measurement of the vocational development of the students. The inventory consists of 50 statements to which the student either agrees or disagrees. The responses to the statements indicate the student's vocational maturity.

Additional forms were filled out by students, teachers and administrators to give project staff information regarding students' personal life, the school and the community.

Results obtained from these instruments in regard to educational-vocational planning indicate that while nondisadvantaged youths generally plan to complete four years of college, the disadvantaged groups are evenly split between those who plan to graduate from college and those who aspire only to graduate from high school.

The amount of time which students reported giving to thought about scholastic plans was about even for both groups, with the disadvantaged giving more thought to this in some cases. This fact is true of the amount of thought given to future jobs. In regard to the amount of choice students perceived they had of occupations, no systematic differences were existent.

Consistently higher scores on the Vocational Development Inventory test were achieved by the nondisadvantaged groups. Mean vocational maturity scores were reported as ranging from 26.56 to 32.93 for the disadvantaged and from 31.01 to 36.80 for the nondisadvantaged. Possible range of scores on this test is 0-50, from low to high maturity.

Correlations made between students' perceptions in various areas indicated that the amount of thought about education and future job, educational aspiration and choice of occupation are related. The correlations also imply that it is important for the educational establishment to show students operationally how they may influence their occupational activity in the future by what they do in the present.

Students' responses to the Student Perception Inventory indicated that disadvantaged students had more favorable relationships with teachers and felt school to be easier than nondisadvantaged respondents. No perceivable differences existed in the perceptions of the two groups regarding work and the future and family-child relationships.

Correlations were also computed between student perceptions and parental education levels and employment patterns. It was noted that the nondisadvantaged students' educational aspirations are more closely related to their fathers' educational levels than those of the disadvantaged. Parental occupational levels do not seem to provide an influential model for students' occupational aspirations at this stage in their development.

Because there were no marked differences in the responses of the two groups of students, it might be concluded that disadvantaged students are not substantially handicapped in their educational-vocational attitudes and expectations at the junior high-school level. However, the warning is made of the possibility that the disadvantaged students are responding in a naive or socially acceptable manner.

The fact that disadvantaged students have occupational aspirations comparable to those of the nondisadvantaged group is thought to indicate that the disadvantaged youth at this level may still be reached by the educational system. It would seem that programs should be developed which enable the disadvantaged youth to acquire vocationally relevant skills that can be used at the time of high school graduation.

Suggestions for further research in this field were: a longitudinal study aimed at identifying developmentally the point at which the two groups begin to divert; a study examining the cumulative effects of various environmental deficits on scholastic achievement; a study of "the effects of training parents to function more effectively," and a study to examine the effects of exposure to work responsibilities at an early age on the later development of positive work attitudes.

Specific implications of this study for development of programs were seen as: (a) since at this level of education school is still seen as the major general pathway to a satisfying and successful later life, school activities which are related to later achievement should be made clear to the student; (b) the various educational pathways to achievement should be pointed out, as many students think that college degrees are necessary for success; (c) vocational exploration courses should be expanded, and schools should prepare students with skills which will be useful to them later on.

School should be made relevant to real life; it is irrelevancy of school which makes students disinterested in it at later stages.

Computer-Assisted Research . . . The Center for Occupational Education in Raleigh is offering the resources of its computerized ERIC information file to educators. For less than $10, the Center will conduct a computer search for materials pertinent to the researcher's field of interest in 21,000 ERIC reports of research collected by the 19 clearinghouses in the ERIC system. A listing of ERIC accession numbers and titles will be mailed within 24 hours after receipt. For further information, contact SEARCH, Center for Occupational Education, North Carolina State University, One Maiden Lane, Raleigh, N.C. 27607.

Economic Needs of NYC Enrollees

The Economic Needs of Neighborhood Youth Corps Enrollees: Final Report. Leonard H. Goodman and Thelma D. Myint. Bureau of Social Science Research, Inc., Washington, D.C. August 1969.

This is a study of the income sources and spending patterns of Neighborhood Youth Corps (NYC) enrollees to: (a) determine their economic needs; (b) measure the extent to which NYC participation has helped to satisfy these needs; (c) identify the variable conditions under which these needs are satisfied, and (d) provide some basis for assessing the adequacy of current NYC policies regarding employment and remuneration of enrollees in relation to the goals of the program.

A questionnaire developed especially for this study was administered to 2,019 NYC enrollees throughout the United States. Youths from both the In-School and Out-of-School programs were surveyed. In addition, a sample of 518 youths who were eligible for enrollment in the NYC, but who were still on waiting lists, was surveyed for comparison purposes. NYC directors and school officials provided additional information for the investigators.

NYC enrollees have two common characteristics: they are all between the ages of 14 and 21, and they all come from low-income families.

The questionnaire administered to the selected enrollees provided the investigators with the following profile. The group is mainly between the ages of 16 and 18, with 58.5 percent being female. Negroes accounted for 52.1 percent of the respondents, whites for 42.6 percent, and the remainder was mainly Mexican Americans.

Only 7 percent of the enrollees were married. The educational level of enrollees in the In-School program was higher than that of Out-of-School enrollees: 41 percent of the former had completed the eleventh grade and only 5 percent had completed the eighth or less, while 40 percent of the latter group had completed the tenth or eleventh grade but 46 percent had completed only the ninth or lower grades.

Enrollees in the In-School program were surveyed as to the course of study they were following. The accompanying table indicates that about one-third of the respondents were following either vocational or commercial programs.

DISTRIBUTION OF (In-School) ENROLLEES BY CURRICULUM

Program	Percent
College prep	26.3
Vocational	13.9
Commercial	18.0
General	40.5
Other	0.3
No response	1.0
Total	100.0

Of enrollees participating in the study, 19.6 percent of them resided in rural areas (communities of less than 2,500 inhabitants). Nearly 55 percent lived in cities with populations of 100,000 or more. The average number of persons living in the households of the enrollees was five to six, and the majority of them have either parents or adult relatives living with them.

Family socioeconomic status was measured by an index derived from the following indicators: (a) occupation of head of household; (b) education of father (or surrogate); (c) education of mother (or surrogate); (d) number of household members; (e) flush toilet facility; (f) shower/-bath facility; (g) number of appliances in household, and (h) persons per room in household. In one-fourth of the households, no one other than the respondent was employed at all, and in another 15 percent of them, the only other employment was part-time or sporadic.

The school is a major determinant of the consumer behavior of NYC enrollees. Besides mandatory costs of school attendance, other costs carrying prestige value are present: transportation, food, clothing, extracurricular entertainment, class books, rings, etc.

School costs were estimated both by enrollees and by school officials in order to determine the extent to which enrollees were able to meet these expenses. The median yearly figure estimated by school officials for items of tuition, textbooks, supplementary reading materials, library fees, charges for special courses, locker fees, field trips, year books, class dues and lunch was $82.50. Extra expenses incurred by seniors for graduation ranged from $20 to over $80.

Another comparison was made between the expenditures reported by NYC enrollees and those reported by NYC eligibles who were on waiting lists. It was determined that expenditures for enrollees were higher, as they were able to spend more money on other school expenses (such as class rings) since they were making more money as enrollees in the NYC project.

In describing the amounts and sources of income received by enrollees, it was noted that only a minority of them had any income before entering the NYC. The general finding regarding expenditure of NYC-earned income indicates that the enrollee allocated it responsibly: for household maintenance, clothing, and educational expenses. Only small percentages were expended for recreation and luxuries. It was concluded that the material well-being of enrollees was considerably increased by their participation in the program: their wardrobes were more extensive, some had managed to save small amounts of money, and their total family income was increased by as much as 35 percent.

Although NYC enrollees selected for this study were generally pleased with the program, they indicated a desire to work more hours than are usually permitted under the NYC regulations.

The funding of the Neighborhood Youth Corps program was viewed as an effective antipoverty program. The income earned through the program reduced poverty, it was not expended frivolously, and its economic advantages extended to the families of enrollees.

Among suggestions for program improvement is that of an examination of pay rates, consideration of allowing longer hours of work and the development of more meaningful jobs.

NEXT ISSUE . . . In the final issue for this school year, *Research Visibility* will report on the topic, "The Development of Professional Personnel for Vocational-Technical Education."

Demonstration of a Comprehensive Educational Model

The TRY Project: A Demonstration of a Comprehensive Educational Model for Disadvantaged Youth. Final Report. Paul H. Sharar, et al. Training Resources for Youth, Inc., Brooklyn, N.Y. February 1969.

Training Resources for Youth, Inc. (TRY), was established in July 1966 as a demonstration training center for disadvantaged males between the ages of 17 and 21. It serves the Bedford-Stuyvesant section of Brooklyn, and was initially designed to accommodate 600 youths full-time for an average period of 12 months. Integrated in the TRY program were vocational training in skilled jobs, "Life-Skills education," counseling, basic skills, development, work experience, physical education, and recreation. Ancillary services, as health, legal and social services were also made available to the trainees.

In its first year, TRY recruited 708 youths, with 625 of them eventually beginning training. Of the training group, 544 completed the enrollment process and received training allowances for some period of time. Forty-eight percent of the actual enrollees graduated, 45 percent dropped out or were discharged, and 7 percent left the project for reasons not related to the program.

Seventy percent of TRY graduates were placed in jobs, with 76 percent of these entering training-related jobs, and 12 percent entering college. Seventy percent of the graduates had remained employed at least four months after graduation.

A finding considered to be the most important concerns "the possibility of being able to differentiate between several graduating groups and several potential dropout groups early enough in a training program so that differential educational strategies may be instituted to meet the specific needs of these groups." Groups which were identified through the TRY experience were: potential short-term dropouts, long term dropouts, training-related job-bound, and college bound.

Topic Four: Vocational Education for the Handicapped

See Bibliography for information on availability of complete studies

A Vocational Work Experience Program

Guided Occupational Training: A Vocational Work Experience Program for Intellectually Limited and Educationally Handicapped Students. Final Report. Morton H. Schwartzstein and Matthew Levy. The University of the State of New York, The State Education Department, Bureau of Occupational Education Research, Albany. June 1969.

Recognizing that up to 20 percent of the youths in this country are slow learners, the Guided Occupational Training program began work under the assumption that it is imperative that school and community agencies provide appropriate educational offerings and services for them so that they will remain in school and be provided with experiences that will enable them to earn a living. Twenty-four students were involved in the first year of the study. They were provided with a work-study program with a special curriculum, intensive counseling and on-the-job supervision.

The 24 students who entered the Guided Occupational Training program were selected from a group of 125 students who were found eligible for the project. The 125 students had been selected from the intellectually lowest 12 percent of the school district's population, and those who did not enter the program were used as a control group.

These students are not qualified to enter special programs for the mentally retarded, physically handicapped or emotionally disturbed. They do not perform well, however, in classes geared to the average or above-average youth. They are usually left out of any special program, but entered into the normal program for lack of a better place to put them. In the normal academic curriculum they fail to meet the standards of learning and either drop out or fail.

A special curriculum for slow learners was developed by the project staff. This was in the form of an instructional guide containing "concrete teaching suggestions, methodologies and specific activities to aid students in achieving the specific outcome desired." The core program included instruction in reading, writing, vocabulary, spelling, use of newspapers and magazines, library usage, grammar, citizenship education, and mathematics. In addition, each student was given specialized instruction in food service, distributive education, prevocational-industrial, or office skills education.

The belief upon which the program was based was that "if these youngsters were specifically taught to process information more effectively through an educational program vocationally accented, meaningful to them, and within the limits of their abilities, the experience of success will aid in the development of positive attitudes toward school and learning. These successes would also amplify the student's desire to remain in school and establish a more positive attitude toward entrance into appropriate occupations." The replacing of negative school attitudes with positive ones along with providing the student with saleable skills was the primary consideration.

The program took into account the characteristic differences of slow-learning children: that "intellectually they have a limited capacity to learn; academic achievement ranging from third through sixth grade at the age of 18; difficulty in engaging in abstract thinking; difficulty in handling symbols associated with reading, writing, and arithmetic; a reduced ability to see relationships between cause and effect; simple and superficial understanding, rather than understandings characterized by complexity and depth; limited ability to solve problems; trouble in expressing thoughts verbally and in writing."

Emotional characteristics of slow learners include depreciated self-concepts; non-recognition of their own strengths or weaknesses; and immaturity. Additional characteris-

tics are unfavorable past experience with school, including failure and adjustment problems; and the frequent placing of a low value on education by their families.

After one year's experience with the Guided Occupational Training program it was learned that this type of a program can provide benefits as:

1. An improved self-image nurturing a positive attitude.
2. Experiences of success in the classroom.
3. Opportunities for exploration of occupational experiences and finding of gratification.
4. Building of basic skills of communication, arithmetic and reading with comprehension.
5. Building of job cluster skills and knowledge.
6. Increased awareness and curiosity regarding arts and sciences.
7. Involvement with current events.
8. Development of positive attitudes toward democratic society.

Results of follow-up studies and surveys of the first year of the program indicated its success in (a) keeping students in school; (b) increasing employer satisfaction with the students; (c) increasing motivation, and (d) improving attitudes, school attendance and in-school behavior of the students.

Recommendations resulting from the first year's experience are that classes should be coeducational and should be composed of about 12 students. They should consist of highly structured sessions using textbooks. Negative student actions should be immediately disciplined and positive actions praised.

Frequent interchange (weekly meetings are suggested) between teachers and supervisors is needed. Homework assignments should not be given; field trips, lectures and good movies should supplement regular work. Students should be given responsibilities which they are capable of assuming. Classes other than the core class for which they are qualified and which would be of future aid, are encouraged. In time distribution for the work-study program, one full day's work was found to be beneficial in the development of character.

Papers Presented at National Conference

Papers Presented at the National Conference on Vocational Education of Handicapped Persons; Summary of Conference Work Groups. Pittsburgh University Program of Special Education and Rehabilitation, Pittsburgh, Pa. February 1969.

John W. Kidd, Special School District of St. Louis County, Mo., presented the topic, "Potential for Employment of the Handicapped," in which he called for collaboration of special educators and vocational educators in the training of handicapped persons. The collaboration would be particularly beneficial in determining course content and in the design of equipment, buildings and transportation for the handicapped.

Jerry C. Olson, Pittsburgh City Public Schools, presented concerns and considerations related to "Implementing Programs To Serve the Handicapped." They included: (a) the background of the federal legislation; (b) selection, educational experiences and placement of handicapped students; (c) national, state and local organizational and operational considerations, and (d) program development, implementation and management.

Ralf A. Peckham, Michigan Board of Education, in his paper on "Labor and Industry Look at the Training and Placement of the Handicapped," foresaw future planning for the handicapped to include a publicly supported insurance fund to relieve the employer of any "catastrophic penalties" which might occur should the job aggravate a pre-existing medical problem of the worker. He advocated the establishment of an industrial program that "really means to deal with hard-core disability."

In his presentation titled "Comprehensive Vocational Preparation of the Handicapped: An Interagency Problem," Salvatore G. DiMichael, director, Institute for the Crippled and Disabled, New York City, cited the need for a partnership of the school and all agencies working with the handicapped. His suggestions for inter-agency cooperation included: (a) initiation of a statewide planning conference with representatives of vocational education, special education, professional associations, public and private service agencies, and handicapped individuals and their families; and, (b) preparation of plans for vocational education in state institutions and facilities.

G. Orville Johnson, Ohio State University, discussed "Integrated and Segregated Vocational Education Programs for the Handicapped." Stating that segregation and integration of handicapped children in the schools must be considered within the context of the objectives of the agency, Dr. Johnson stressed provision of meaningful experiences which will be valuable to the handicapped child in later life. Meeting this objective requires both segregation and integration in the program for handicapped youth; the relative degree of segregation depends upon student success and achievement.

Seven fundamental principles for organization of instructional programs for both the handicapped and other students were presented. Dr. Johnson stated that separate, segregated instruction should be recommended only when no existing class can be used to give the students the kind and level of instruction necessary, and that when a handicapped child is placed in a regular class, he should have the necessary skills and abilities to participate on an equal basis with the other children.

Jerry Miller of the Philadelphia City Public Schools presented a paper titled "The Education of Mentally Handicapped Youth in a Large Urban Community." He noted that the ultimate purpose of vocational education for the handicapped is to provide each student with the skill, training and ego-equipment vital to work and to live as a self-directing member of his family and community. Toward this end, there are eight areas of need in special/vocational education:

1. Early vocational orientation and programing.
2. Case management designed for maximum flexibility.
3. Improved pupil evaluation and follow-up.
4. Personnel and instructional materials.
5. Increased reality orientation in training programs.

6. Surveys to determine future job opportunities.

7. New specific programs for the various areas of handicap.

8. Continuing special/vocational education for adults.

Suggestions of conference work groups dealt with program administration, the instructional program, supportive services, personnel preparation, and new directions for vocational education of the handicapped. Recommendations called for systematic reporting of exemplary programs, coordination of planning efforts, and establishment of joint planning committees at local, state, and national levels. The handicapped should be integrated into existing programs wherever possible, and programs should be made flexible to accommodate the differences in both the handicapped and non-handicapped students.

Programs for Educable Mentally Retarded Youth

Guidelines for Establishing School-Work Study Programs for Educable Mentally Retarded Youth. Vol. 48, No. 10. William J. Younie, Ed. Special Education Service, Virginia State Department of Education, Richmond. June 1966.

This publication is the report of an Institute for Local Directors of Special Education which was conducted in Charlottesville, Va., in March 1965. It is intended as a guide for local administrators in establishing work study programs, and includes a brief examination of the background of such programs for the educable mentally retarded. Philosophical, instructional, organizational, curricular and administrative guidelines for the school phase of the program are included. The role of the Department of Vocational Rehabilitation in providing additional training and placement is considered.

Jennie Brewer compiled an historical perspective of the development of Special Education and Vocational Rehabilitation in Virginia. Parallels in the relationship of the two programs throughout their history were noted.

William Younie outlined the philosophical guidelines of school-work study programs for the educable mentally retarded:

1. The public school has a basic responsibility for providing programs for all children during the school years as defined by local law or regulation. These programs shall be designed and conducted so as to best meet the needs of the individuals assigned to them.

2. The educable mentally retarded shall have a special program but this program will not result in their being isolated from the society to which they must adjust after leaving school.

3. As with children of higher intelligence, the goal of economic self-sufficiency is recognized as being a vital objective for the educable mentally retarded. On the basis of information presently available, it is assumed that this goal may be reached most efficiently and effectively through a well structured, vocationally oriented program which is designated as a *school-work study program* or some similar term.

4. While the goal of economic self-sufficiency is considered primary to the school-work study program, it is not the only objective which is sought and should not overshadow other benefits which the school can provide.

5. The school-work study program cannot exist in isolation but must be a part of a total organizational plan which actively involves teachers at all developmental levels. This plan will consider the school-work experience program as its final instructional phase.

6. The teacher will function as a member of a total school team organized to give assistance to the educable mentally retarded child. The team will operate on the premise that while the teacher has specific responsibility for the child in the school-work study program, the entire school has general responsibilities which it must fulfill.

7. While the time in the child's life allotted to his education must not be wasted, neither must it be compressed so that there is not enough space for the testing, the teaching and the maturation that must take place. The child must have time to fail and to try again.

8. Because of the mental and social handicaps which characterize the retarded, the school is responsible for insuring that its retarded graduates receive adequate post-school services. This responsibility may be realized through the techniques of referral and the training of students in the use of community resources. The techniques imply close liaison between the school and local rehabilitation agencies of various types.

Implementation of this philosophy through an Educational-Vocational Continuum is also demonstrated by Mr. Younie. This continuum begins with the early school years in establishment of social skills, behavioral patterns, psychological adjustments and personal appearance standards. The development of these traits in the educable mentally retarded is different than in the normal or bright child. For the normal child these traits come naturally with regular school and family influences; for the retarded child these experiences must be made a part of a planned program.

Organizational guidelines for a work study program for the educable mentally retarded dictate that a program:

1. Is a bridge between school and work.
2. Must be preceded by good preparatory programs.
3. Must include careful screening techniques.
4. Must be step-by-step.
5. Must set and limit the teacher's role.
6. Cannot exist in isolation.
7. Depends on the community for support.
8. Includes training in general vocational tasks.
9. Considers the parents to be vital.
10. Is not the sole answer to the problems of vocational rehabilitation.
11. Includes a systematic transfer program with the Department of Vocational Rehabilitation.
12. Includes vocational evaluation.
13. Considers follow-up to be essential.

Curriculum guidelines for school-work study programs for educable mentally retarded youth presented by Jennie Brewer and Howard L. Sparks include checklists for organi-

zation, the nature of the curriculum, physical facilities, the direction of learning, methods of evaluation, and outcome and general statements on the special classes.

Harrie M. Selznick presents a consideration of guidelines including administrative directions, curriculum areas to be included, program details, personal problems for consideration, and means of cooperation with other agencies.

The role of State Rehabilitation Services is outlined by R. W. McLemore in order to guide administrators in effectively referring the mentally retarded for vocational rehabilitation services. Illustration of the concepts discussed in the report are made through brief reviews of sample terminal programs.

Program Implementation

Vocational Education for Handicapped Persons: Handbook for Program Implementation. Earl B. Young, ed. August 1969.

This handbook was developed from the proceedings of the National Conference on Vocational Education of Handicapped Persons, the papers from which are also abstracted in this issue of *RV*. Following the National Conference, nine regional clinics were conducted at which ideas from the conference were refined and further suggestions were made for incorporation into this handbook.

The handbook is designed to answer specific questions regarding program implementation, with a total program concept offered as a guide. Variations in program implementation are expected to occur because of differences in geographic and administrative situations in each state.

The scope of services is outlined for various classes of handicapped (educable and trainable mentally retarded, speech, hearing, visually, crippled and health impaired, and the emotionally disturbed and socially maladjusted).

Examples of effective State and local involvement are given in a section of the handbook titled "Organizing for Cooperation—Interagency Involvement." The examples include programs of the State of Texas, the Detroit Public Schools (Galaxie), the Oakland Unified Public School District providing an after-school program in automotive service, and other case studies selected from the 1968 Social, Educational Research and Development, Inc., study of vocational education programs for persons with special needs.

Services available to the handicapped from public vocational rehabilitation programs are outlined: (a) counseling and guidance, (b) physical restoration, (c) personal adjustment, prevocational and vocational training, (d) maintenance, (e) placement, (f) follow-up, (g) transportation, (h) reader services for the blind and interpreter services for the deaf, (i) services to members of a handicapped individual's family, and (j) other goods and services to make the individual employable.

A model for a statewide cooperative agreement prepared by the Indiana Department of Public Instruction, Division of Special Education, Division of Vocational Rehabilitation, and Division of Vocational Education is included in the handbook for use as a guide by administrators. A presentation and review of programs and services appropriate for handicapped secondary students who cannot succeed in regular vocational education is also made.

Recommended program components are: (a) prevocational evaluation, (b) communication skills, (c) computational and quantitative skills, (d) occupational information and civic responsibility, (e) skills training (OJT-training), and (f) placement and follow-up.

Problems unique to the provision of services to the handicapped in rural areas are investigated and a mobile evaluation laboratory now in use in the Champaign, Ill., public schools (The MOVEX Laboratory), is given a capsule description. The role of the community in vocational education services for the handicapped is demonstrated. Personnel preparation and utilization are discussed. Suggested sources of teaching materials and assistance are offered.

Courses for Educable Mentally Retarded Students

A Pilot Project in Curriculum Development for "Work Experience" and "Occupations" Courses for Educable Mentally Retarded Students. Marvin C. Groelle. Oakland Unified School District, Oakland, Calif. August 1967.

This project was initiated as the result of the two pilot projects conducted by the Oakland Unified School District in the 1959-60 and 1962-63 through 1964-65 school years. The project, conducted during the 1965-66 school year, had as its general objectives:

1. The training of educable mentally retarded (EMR) students for successful employment in less skilled service and repetitive type vocations.
2. The development of vocational skills, attitudes and knowledges necessary for successful employment.
3. The development of better adjustment techniques.
4. The development of attributes of neatness, personal grooming, punctuality, satisfactory interpersonal relationships and job skills.
5. The raising of the academic skill levels of the EMR to a point consistent with realistic vocational interests and abilities.

To accomplish these objectives it was planned that the project would develop instructional materials as job application forms, job descriptions and interest inventory forms in a form usable by the EMR. Also, job placement and follow-up methods and materials, group counseling techniques, job application techniques, and teacher guides were to be produced. The use of commercially produced textbooks was to be made as far as possible with re-writing to accommodate lower reading levels.

The entire project consisted of the development of these materials and techniques, the establishment of a program in five high schools with a total enrollment of approximately 100 EMR twelfth grade pupils, and an evaluation of the program, materials and procedures. The program was to be a functional vocational training program including classroom instruction and an on-campus work experience program combining two periods per day for courses in "Occupations" and "Work Experience."

The programs were conducted

during the 1965-66 and 1966-67 school years. The work experience activity, an integral part of the program, was conducted as follows: students were introduced to job opportunities within the school through tours of the campus and visits to classes by personnel under whom the work would be done. Jobs were described in terms of qualifications necessary and future employment opportunities. Application for jobs was made by the students, and after "hiring" they were paid incentive allowances on sliding scales for their work and its successful performance. Job rotation was encouraged to broaden student experiences.

Conclusions of the project indicate: (a) the greater effectiveness of teacher-prepared materials as compared with commercially prepared and rewritten textbooks; (b) student placement in service occupations emphasizes need for human relations aspects of the program; (c) job placement of EMR students is most opportune in early fall, and therefore the program should be active during the summer months, and (d) incentive pay for work was found to be a successful motivating technique.

The refining of group counseling techniques used in the program is necessary. Student reaction to role-playing situations and tape recording was less serious than that given by the EMR to written materials. Possibly the imagination necessary for role-playing to be successful was lacking in these students, and the situations were often considered amusing rather than instructional.

Improving Slow Learners' Job Placement Opportunities

Revised Instructional Program for "Slow Learners" to Improve Their Job Placement Opportunities: A Three Phase Study." Jack Sutton. Medford School District No. 549C, Medford, Oregon. June 30, 1967.

This three-phase study was originally scheduled for completion over a three-year period with funding from the U.S. Office of Education. Phase I, a survey of job opportunities for "slow learners" in the community and orientation and education of business and industry representatives, and Phase II, revision of the high school curriculum offered this group, were conducted during the first two years of the project. Due to Office of Education decisions not to fund continuation programs in school year 1967-68, the final phase, that of field trials and demonstrations, was delayed until local funds could be arranged.

Features which distinguished this project from commonly accepted practice were cited as:

"1. Establishment of a curriculum especially designed to meet the needs of 'slow learners' with special groupings established within academic areas, taught by teams of teachers in specified blocks of time which would vary from the one hour per day per subject now followed.

"2. Election of non-academic subject . . . guided by counselors in accordance with the potential of the individual 'slow learner' as correlated with job opportunities for 'slow learners' in the community as established by the total study.

"3. Homogeniety within academic and non-academic courses with a basic purpose of preparing the student for specific job opportunities as established by the study, and training him in the knowledge and skill necessary to meet requirements of jobs as established by employers.

"4. Establishment of a job placement service to assist the 'slow learners' in locating jobs within the community.

"5. Establishment of the curriculum in adult education night classes to make this training available to previous dropouts."

Due to the necessity of continuing funding for this project through local resources, it is expected that final completion of it will be delayed by at least two years.

plain talk

George L. Brandon, Editor, Research Visibility

And some day—let's get organized. The tedious growing pain of getting together to do a job—creating an effective, functional organization—is nowhere more glaring and striking than it is in our efforts to gear up for research and research utilization in vocational and technical education. This fact has been historically true since the dawn of the twentieth century despite provisions of legislation which attempted to foster surveys and studies of the vocational program.

To be somewhat more contemporary with our criticism, the same fact finds little consolation in our research efforts since 1963 and the advent of specific vocational funds for investigation and study purposes. To those who believe otherwise, confront the $64 million federal expenditure of FY 1965–1969, and raise the question, "So what?"

The fact does not mean that no progress has been made. But to remove ourselves from the sour note of pessimism and face up to the challenge of the seventies, where do we go from here? The humorous admonition of those cocktail napkins which depict two executives squaring off for the future while indulging themselves in the happy-hour posture over the caption, "Tomorrow, let's get organized," may carry an appropriate message and resolution if only by innuendo.

Effective organization may be thrust upon us—or else. The political fiasco and the many conditions which have given birth to it, and out of which ultimately must come the necessary provisions of vocational education, are, indeed, ugly to behold. Apparently, the concept and performance of statesmanship has disappeared for some substitute in which everyone does his thing. The presidential veto of the HEW-Labor appropriations bill, among many comments of education's wastefulness, drew the following "gem" of insight into our program:

> A truly scandalous increase is $200 million in funds for vocational education. A sounder move would have been to strike out the more than $200 million already in the bill.
>
> The vocational education program is the most entrenched of the school lobbies,

dating back to the early years of the century, and consists largely of the purchase of shop equipment and the training of students for long-vanished jobs.[1]

This sweeping appraisal of the vocational program is sufficiently ridiculous and the outgrowth of ignorance (or prejudice) that it merits no serious rebuff to the writers. It is an illustration, however, of the extent of ignorance (or prejudice) which exists and which is peddled to the man on the street. Does the condition suggest a need for organization and public relations?

More seriously, if this state of ignorance and prejudice characterizes the understanding of the *total* vocational and practical arts program as it is commonly found in the nation's public schools, what perception is held of vocational research and its utilization? No doubt, most of the difficulty lies in unwillingness—on the part of each of us—to be really serious and personally committed to public relations for the program and the provisions to support it. As a result, what seems to be accepted as *everyone's* job turns out to be *no one's*. We are slow learners, indeed!

The Arizona RCU Bulletin throws the same pitch. Art Lee, director of the Arizona RCU (and president-elect of AVERA) in the January 1970 edition of the *Bulletin* beats the same drum for organization and support of research in soliciting membership for AVERA. It should be made emphatic that he is calling for the back-up of *all* vocational educators—not just the researchers. His column states it better than I do, and he adds a price tag.

Membership is open to all vocational educators interested in research—university researchers, state department personnel, private citizens and students. Dues (AVERA) are $2.00 for the balance of the school year, then $5.00 annually beginning July 1970. AVERA needs the support of every individual in or out of vocational education who is working on a research project, or is involved in any way in changing the direction of vocational education through research. Anyone wishing to join may send $2.00 to the Arizona RCU and it will be forwarded to the membership chairman, George F. Outland, in San Mateo, Calif. Please make checks payable to AVERA.

Dr. Lee also makes available for the asking copies of the *Bulletin* (and possibly other publications which are annotated) to persons who are interested. Make your requests of the *Bulletin*, 1333 Camelback, Phoenix, Ariz. 85013.

Speak out for research and its benefits as you see them. Vocational educators and other AVA members have another point of visibility and action for research if they wish to spark it. This focus is in the AVA's Department of Research and Evaluation, particularly its Planning Committee. The Planning Committee, similar to the planning committees of the other AVA Departments, is made up of representatives of the various AVA divisions in which every member has a "home base."

The officers and members of the current Planning Committee are.

Agricultural Education: Earl H. Knebel, Texas A and M University, College Station, Texas 77843.

Business and Office Education: Charles Newman, State Department of Education, P.O. Box 480, Jefferson City, Mo. 65101.

Distributive Education: Neal Vivian, College of Education, The Ohio State University, Columbus, Ohio 43210.

Home Economics Education: Helen Nelson, Cornell University, Ithaca, N.Y.

Industrial Arts: Wilbur Miller, University of Missouri, Columbia 65210.

Trade & Industrial Education: Gordon McMahon, State University College, Oswego, N.Y. 13126.

New & Related Services: Vernon E. Burgener, Educational Planning Association, Inc., 2007 S. MacArthur, Springfield, Ill. 62704.

Technical Education: Aaron J. Miller, Center for Vocational and Technical Education, 1900 Kenny Rd., Columbus, Ohio.

Guidance: Edward Herr, College of Education, Penn State University, State College, Pa. 16802.

Health Occupations Education: Robert M. Tomlinson, University of Illinois, Urbana, Ill. 61803.

Maybe a small sample—but our attitudes are showing. It's interesting what a little research will show, how far we have come, and how far we have to go. The following may illustrate an attitude, and a task ahead for vocational education and employment:

How much acceptance do the handicapped really have in America? To find out, Roper Research Associates recently queried a sampling of 1,000 adults across the nation. Its findings were disconcerting.

Those interviewed were shown three hypothetical case histories of a mildly retarded young man, a blind young man, and a young man crippled by a birth defect.

Half of the persons favored institutionalizing the retardate; over one-third favored institutionalizing the blind man; over one-fifth, the crippled young man (out of sight, out of mind?).

Fifty-eight percent favored sheltered employment for the retardate; 45 percent for the blind man; 39 percent for the crippled man.

Only 16 percent believed the retardate should work side-by-side with others at a regular job; 44 percent, the blind man; 36 percent, the crippled man.

In each category, please note, more than half the people believed the handicapped should *not* be in regular employment. So there is great need for our most concentrated efforts to help change America's attitudes toward the handicapped.[2]

[1]Frank Mankiewicz and Tom Braden, "Hill Debate Over Veto Should Focus on HEW Bill's Wasteful Defects." *The Washington Post*. Jan. 27, 1970.

[2] *Communications, A Program Guide 1969-1970*. The President's Committee on Employment of the Handicapped. Washington, D.C. 20210. p. 11.

bibliography

STUDIES REPORTED IN THIS ISSUE

Topic One: Vocational Education for the Disadvantaged

"Papers Presented at the National Workshop on Vocational Education for the Disadvantaged." Atlantic City, N.J., March 12-14, 1969. National Committee on Employment of Youth, New York, N.Y. March 1969. 117 pages. (ERIC # ED 030 742. HC: $5.95, MF: 50¢.)

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DOCUMENT SOURCES

The material reported on in *Research Visibility* may be obtained from several sources. The source of each publication is indicated in each entry. The key to the abbreviations used there and instructions for obtaining the publications are given below:

CFSTI—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151. Copies of reports with this symbol may be purchased for $3 each (paper) or 65 cents (microfiche). Send remittance with order directly to the Clearinghouse and specify the accession number (AD or PB plus a 6-digit number) given in the listing.

ERIC—Educational Resources Information Center, EDRS, c/o NCR Co., 4936 Fairmont Ave., Bethesda, Maryland 20014. Copies are priced according to the number of pages. The MF price in the listing is for microfiche; the HC price is for paper copies. Send remittance with order directly to ERIC-EDRS and specify the accession number (ED plus a 6-digit number) given in the listing. *How to Use ERIC,* a recent brochure prepared by the Office of Education, is available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402; the catalog number is FA 5.212: 12037-A; price: 30 cents.

GPO—Government Printing Office. Send orders directly to Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402, with remittance for specified amount.

MA—Manpower Administration. Single copies free upon request to U.S. Department of Labor, Manpower Administration, Associate Manpower Administrator, Washington, D. C. 20210.

OTHER SOURCES—Where indicated the publication may be obtained directly from the publisher at the listed price.

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